

**STUDENTS EXPRESSIVE SPEECH ACTS OPERATED IN  
TEACHING LEARNING CONVERSATION IN ELTI GRAMEDIA  
SURAKARTA**



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**RISMA ARDIANSYAH NUGRAHA**

**S200130014**

**MAGISTER OF LANGUAGE STUDY**

**MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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UNIVERSITAS MUHAMMADIYAH SURAKARTA  
**MAGISTER PENGKAJIAN BAHASA**

Jl. A. Yani Tromol Pos 1 – Pabelan, Kartasura Telp (0271) 717417 Fax: 715448 Surakarta 57102  
Website: <http://www.ums.ac.id> email: [ums.ums@ac.id](mailto:ums.ums@ac.id)

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Nama : Agus Wijayanto, Ph.D (Pembimbing I)

NIP/NIK : NIK.978

Nama : Dr. Dwi Haryanti (Pembimbing II)

NIP/NIK : NIK.477

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Nama : Risma Ardiansyah Nugraha

NIM : S200130014

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Pembimbing 1

Agus Wijayanto, Ph.D

NIK.978

Pembimbing 2

Dr. Dwi Haryanti

NIK.477

# **STUDENTS EXPRESSIVE SPEECH ACTS OPERATED IN TEACHING LEARNING CONVERSATION IN ELTI GRAMEDIA SURAKARTA**

*By Risma Ardiansyah Nugraha, S200130014*

*Magister of Language Study*

*English Department*

*Email: Risma.ardiansyah@gmail.com*

## **ABSTRACT**

*The objectives of this research were to describe the realizations of expressive speech acts used by students, to explain the students' strategies in their expressive utterances, to explain the students' intentions in their expressive utterances. The data of this research were collected from the teaching-learning conversation in ELTI GRAMEDIA Surakarta employed by students aged 19-23 years old. There were several steps done to analyze these data, i.e. describing the data in the form of dialogue and elaborating the context of conversation and expressive acts. Other steps to identify the strategies of students' expressive act are: describing the data in the form of dialogue, describing the context and analyzing strategies used there. Based on the analysis, it was found out that students were often unaware of their expressive act and they employed only common expressive speech acts in their talk. The types of expressive acts identified are thanking, congratulating, blaming, praising and apologizing. In terms of their strategy, the students barely made a direct expressive speech act in their utterance. This seems to imply their low level of English proficiency.*

*Keywords: expressive act and speech act.*

## **A. Introduction**

Expressive act is not only the expressive utterance, but it emphasizes on the types of expressive feeling form, Yule (1996:50). In communication, the speakers often speak up their ideas with the particular words and expression. Here, the students may express their verbal and nonverbal expression as the form of expressive speech act in a conversation.

This speech acts express the psychological attitude, or state in the speaker such as joy, sorrow and like / dislike, Searle in Huang (2007:106-108). In this expressive act, the speakers commonly show their intention and expression through words in their utterances. The learners in ELTI Gramedia are taught to use various dictions and vocabularies in order to speak fluently. In this case, their rich vocabulary is a must, since it supports their daily communication. The common words spoken by students show their limited vocabulary and language proficiency.

The expressive speech act is an expression which is based on the psychological state. This expression is related to the speaker's feelings upon the hearer. There are some strategies in uttering expressive speech acts, the strategies depend on the relation between speaker and hearer, the status of speaker and hearer, and the goal of speakers' utterances. In addition, these strategies can be utilized in the form of verbal and nonverbal. The verbal strategies are exploited when the speaker orally answers and responds to the hearer, while the nonverbal strategies are exploited when the speakers do not answer orally but through body movement, facial expression, eyes gaze and gesture. Here, this study only focused on the verbal communication. They are direct or indirect speech act, literate or illiterate speech act, and implicit or implicit speech act.

The previous researcher, Cheng (2010) examined expressive Speech Act of Thanking in National Chiao Tung University. He took a corpus-based approach to investigate the speech act of thanking. The result revealed that thank you is much more frequently used than thanks. In addition, there are showed more varieties of strategies and less varieties of thanking, particularly the more formal strategies such as appreciation, thanking a 3rd person, and formal speech. In sum, the wide variety of thanking strategies, the numerous formulaic linguistic realizations, and the expected appropriate responses when being thanked show problems the speech act of thanking poses for second language learners.

This present study analyzed Expressive speech act of students in an English Course named ELTI Gramedia Surakarta. In this language course, many students come from different universities of non-English department aged 19-23 would be suited object of this study. They possessed different English language proficiency and randomly sharpened in this English Course. In every meeting, they are asked to speak English and they often express their psychological feeling in their utterances. Therefore, the expressive speech act should be spontaneously found in every students' utterances.

The students of this course never reluctant to speak and express their feeling. They will easily show their English proficiency in a conversation class. The different responds are often exploited for the same question. It blatantly shows their rich vocabulary, indeed, their English language proficiency.

This study was carried out to reveal the students' language variations in operating expressive speech acts in their daily conversation. It also tried to reveal the students' intention in operating their expression, the relation of the

speaker and hearer can be exploited by this study. Furthermore, The students' language proficiency also can be revealed by the result of this study.

This study is undertaken to know how the language learners in ELTI Gramedia generate Expressive acts in daily teaching learning conversation. This study will execute the expressive speech act by Searle and Austin's strategy in uttering expressive speech act.

This study intends to reveal the students' strategies and the purposes of their their expressive speech act. Afterwards, it will be a temporary proof whether the students' English proficiency results a consequence to their expressive speech acts or not. In some cases from the previous studies show the expressive speech acts is are carried out by the speakers showing both proficiency and their feelings in some codes.

## **B. Research Method**

The type of this study is descriptive qualitative research. The writer takes descriptive qualitative research, because he intends to know the expressive act uttered by students of ELTI Gramedia and their strategies in uttering expressive act.

The objects of this study are expressive speech acts uttered by students in teaching learning of ELTI Gramedia Surakarta

The data in this study are conversations which contain the expressive speech act and show their feelings in answering and responding others utterance through various strategies.

The technique of data analysis in this study are carried out in several stages; describe the expressive act by implementing Searle's expressive speech act in students' utterance accompanied by its speech context, describing the strategies used by students in operating their expressive act,

and the last stage is describing the students' intention in uttering the expressive act.

### **C. Result and Discussion**

In this study, the writer focuses on the expressive acts employed by students of ELTI Gramedia Surakarta in teaching-learning. Those expressions were uttered by students considering the time, theme, and students' feelings in responding their partners' utterance. After analyzing twenty students' conversations in daily teaching-learning, this study draws the result of its finding. This study is able to reveal the realization of the students' expressive acts, the strategies used by students and their intention in operating expressive act.

#### **1. Realization of Students' Expressive Act.**

In analyzing the realization of expressive act used by students in ELTI Gramedia Surakarta, the writer used the theory of Searle's expressive speech act that covers apologizing, blaming, congratulating, praising and thanking. Each expressive act has different characteristics to explore the real students' feeling in responding their partners. Apologizing deals with guilty feeling uttered by speakers, blaming express the anger and asking others' responsibility, congratulating is related to admiration, praising to show commendation including the glorious attribute, and thanking expression shows appreciation, expresses the gratitude, acknowledgement, or appreciation to others.

Based on the data analysis, the writer found that students commonly expressed their utterance using expressive act without consideration. It means they automatically express and respond their friends' utterance. Here, the students use the formal and regular expression due to their lack of vocabulary and considering the stacked idea in their mind. Sometime, they also use the

short answer like “yes” and “no” if they are really stuck and can’t speak English.

This study analyzes expressive speech act by exploring the theory of Searle’s expressive speech act that expresses the psychological attitude, or state in the speaker such as joy, sorrow and like / dislike. In using an expressive acts, the speaker shows what he or she feels, thus rendering the words to fit the world of feeling. Those feelings are differentiated into some types, namely: praising, congratulating, apologizing, blaming and thanking.

In this research, the writer found that the expressive act uttered by students are commonly spoken in a formal and a regular expression. The students operate their expressive speech acts in the direct ways without implicating or expressing their mind as their daily language speech.

One of expressive speech acts in this study is thanking. Searle (1996) states that thanking expressive act is considered as an expression of gratitude and appreciation. The goal of this utterance is to express the gratitude, acknowledgement, appreciation to someone. In short, It’s the utterance to gratitude and happiness of someone who has done something. This expression is easily carried on by giving such words like “thank you”, “it’s very kind of you”, “you are very helpful” or any expression showing gratitude.

Example:

Teacher : Is it your pen?

Student : Ya, **thank** sir.

(Taken from the student - teacher utterance)

The students’ expression above can be easily included into the thanking expression, since the student says “**thank**” to show his gratitude to the teacher. He blatantly shows his admiration with a single word toward the teacher because the teacher gives back his pen. This word indicates a formulated direct answer rather than their regular language. In their common Javanese language, they usually speak “yes sir, thanks, I drop my pen”. It’s



not common as English language, but considering their culture, that answer is considered as the formulated direct answer.

## 2. Students' Strategies in Expressive Act

Whenever the students express their mind by operating an expressive act. Commonly, they do not realize when they are expressing the speech act. In their utterances, the Javanese cultural context still became the major character in the conversation. In this discussion, the writer will explore ways of students in expressing their feelings. Indeed, the strategies of expressive speech act will be shown in this table.

**Table 4.1**  
**The Strategies of Students Expressive Act**

No.	Strategy of Expressive Act	Amount of Data	Percentage
1	Direct Strategy	20	100 %
2	Indirect Strategy	0	0 %
3	Inexplicit Strategy	0	0 %
4	Explicit Strategy	0	0 %
5	Literally strategy	0	0 %
6	Non-Literally strategy	0	0 %
Total		20	100%

From 20 data, there are 20 utterances or 100% data used direct strategy, 0 data used indirect speech act, 0 data employ both literally and non-literally speech act, and 0 data used both explicit and inexplicit speech acts.

The first strategy of expressive speech act called direct strategy. This strategy roles a clear interaction between speech act and utterance. Whenever the speaker expresses his feeling in direct way he always shows the indicator of expressive speech act. In short, the students of ELTI Gramedia Surakarta use this direct strategy as in daily conversation as their expressive act.

### 3. Intention of Students' Expressive Acts.

In this study, the students' intentions have an important role in expressive act. Still, their Javanese style dominated their English language proficiency. Some of the students express their apologies in a long and wide explanation as the Javanese culture taught them. One of the data in **Datum / 05 / ESES / AP** blatantly shows Javanese culture respond.

Arya : In my opinion, Jokowi is the man who Indonesian needed.  
Arie : Why do you say that?  
Arya : Because he is my friend's father. Hahahaha....  
Itta : Is there any relation?  
Dina : It is very subjective. Have you another reason?  
Arya : **Haha, Sorry. For me, he has a patientness. That is the Indonesians needed. Just it!**

The datum above is an apologizing expressive act, since this data blatantly contains the word "sorry" uttered by Arya to take back his wrong utterance. Normally, people will say sorry and followed by the short reason. It means, the word sorry is enough to get others pardon. However, Arya blatantly used a long and wide answer in expressing their apologizing speech act. Here, this study reveals the Javanese style used by student in expressing their mind in the conversation class.

In some data found in this study, the students blatantly focus on formal and direct expressive act while carrying the long explanation. Indeed,

in this apology act, their intention is to get a massive pardon from their partners.

#### **D. Conclusion**

The writer has analyzed each dialogue which contains expressive act, and it's found those expressive acts which are generated by the ELTI students contain feeling in their heart and respond their partners' utterance. In this case, the writer took the 20 data of students' conversation in teaching-learning and there are found 5 Searle's classifications of expressive acts in their utterance; namely thanking, praising, congratulating, blaming and apologizing. The students of ELTI Gramedia express their ideas through the same direct strategy.

##### **1. Realization of Students' Expressive Act.**

From the data analysis, the types of expressive speech act which are used by students of ELTI Gramedia are varied widely. They are apologizing, blaming, congratulating, praising and thanking. Commonly they don't realize when they speak an expressive speech act in their utterance. In the learning session, they commonly speak after got a clear stimulus from the teacher or their friends.

Commonly, people will give respond or expression whenever they got a stimulus, so do for students of ELTI Gramedia Surakarta. When the students perform expressive acts in their utterance, they have certain functions. In some of data acquired from students conversation class show that the apology and congratulation are carried out to show "care" from the speaker to the hearer. The care here means admiration or a deep feeling of the speaker. This apologies often used to show dislike, avoid an invitation, show regret, etc. In other hand, blames were uttered to show the belief and the speakers' conviction. It expressed the speakers' negative feeling, anger, and dislike of the speaker to the hearer. Afterwards, praises were expressed to give others a

reward caused by the hearer efforts and to increase the hearer's motivation. Then, thanking were usually expressed to show the gratitude, appreciation, thankful to the hearer.

## 2. Students' Strategies in Expressive Act

The students of ELTI Gramedia come from different background, learning major and different culture. Of course, they have different ways in expressing their thoughts and feelings. However, in considering the strategies used by students in expressive speech acts, it's clear that the students of ELTI Gramedia Surakarta always used direct strategy in their expression. This direct strategy means the students don't use the creative ways in uttering their feeling. The students always spoke based on their learning materials. It results to the formulated answer and respond. Therefore, the students' creativity and proficiency in using language are stuck in the common formulated expression.

## 3. Intention of Students' Expressive Acts

This expressive acts were varied widely expressed by students of ELTI Gramedia because the situation of speaking and students' language proficiency. Therefore, when the situation in the classroom showing an anger, then the blaming expressive speech act was carried out, when the admiration theme spread in the class, they would express thanking expressive act. In addition, the young age of the students drove them to be expressive in every language learning time. It will improve their self confidence and to make them happy in learning English.

Considering the strategies of people in uttering expressive speech act, those strategies of speaking could show their real intention and their language proficiency. Its like Cheng's research in National Chiao Tung University that showed the frequent used strategy in uttering expressive act are related to their register differences indeed it shows their language proficiency.

The students of ELTI Gramedia barely always used Direct expressive speech act and employed the formal expression in their utterances. It doesn't

really shows their problem in learning English as a second language. However, its formulated realization which are too common to be used and the expected responses show their level in learning English. In addition, it shows the condition in National Chiao Tung University that was showing the lack students language proficiency indicated by Direct Expressive speech act uttered by students.

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